

RHYDYFRO PRIMARY SCHOOL

Additional Learning Needs (ALN) Policy



**HEADTEACHER
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Additional Learning Needs (ALN) Policy

At Rhydyfro Primary School, we believe every child deserves the chance to thrive. We are committed to creating an inclusive, nurturing environment where all learners feel valued and supported. Some children may need a little extra help to reach their full potential, and that's where our Additional Learning Needs (ALN) support comes in. This policy explains how we identify and support children with ALN, working closely with families every step of the way, in line with the Welsh Government's ALN Code and Transformation Programme.

Legal Framework

Our approach is shaped by the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the ALN Code for Wales. These ensure that children's needs are met through early support, inclusive practices, and a strong focus on the child's voice and wellbeing.

What Do We Mean by ALN?

A child is considered to have ALN if they have a learning difficulty or disability that means they require Additional Learning Provision (ALP) to access education. This might be because they find learning more challenging than others their age, or because a disability makes it harder for them to access the curriculum or school environment.

A Rights-Respecting Approach

We are proud to follow a rights-respecting approach, based on the United Nations Convention on the Rights of the Child (UNCRC). This means:

- Every child has the right to be heard and involved in decisions about their learning.
- Children with disabilities have the right to special care and support.
- Education should help every child grow into the best version of themselves.

We make sure these values are reflected in everything we do, from how we plan support to, how we listen to children and families.

Identifying and Understanding Needs

We know how important it is to identify any additional needs early. Our staff are trained to notice when a child might need extra help, and we work closely with parents and carers to understand each child's unique strengths and challenges. We use a person-centred approach to make sure support is tailored to what works best for your child.

A child may be considered for additional support when there are ongoing concerns, supported by evidence, that they are not making expected progress despite receiving high-quality, differentiated teaching.

Triggers for further investigation or intervention may include:

- Limited progress over time, even when teaching is carefully adapted to target specific areas of difficulty.
- Persistent emotional or behavioural challenges that do not improve with the school's usual behaviour strategies.
- Sensory or physical difficulties, where progress remains limited despite the use of specialist equipment or support.
- Communication and interaction needs, where the child continues to struggle despite a curriculum adapted to support these areas.

These concerns may be raised by class teachers, support staff, parents/carers, or external professionals. All concerns are taken seriously and followed up with appropriate assessments, observations, and discussions with families.

How We Support Learners

Support might include adapted teaching, extra help in class, or access to specialist services. Our staff receive regular training to make sure they can meet a wide range of needs. We also work with external professionals when needed to provide the best possible support.

The school has access to a range of supportive services and agencies that work in partnership with us to meet the needs of our learners such as:

- CAMHs School In-Reach
- Communication and Autism Team
- Curriculum Support
- Educational Psychology
- Education Welfare Service
- Health Services
- Hearing Impairment
- School Based Counselling
- Social Services
- Speech Language and Communication
- Specific Literacy Difficulties Team
- Visual Impairment Team

Individual Development Plans (IDPs)

If your child is identified as having ALN, we will work together to create a School Maintained Individual Development Plan (SMIDP). This is a personalised plan that outlines your child's needs, the support they'll receive, and the outcomes we are working towards. You and your child will be actively involved in creating and reviewing their Individual Development Plan. We always consider your child's age, maturity, and level of understanding to make sure their voice is heard and respected throughout the process. If your child requires access to more than 25 hours support a request will be made to the Local Authority for the IDP to be maintained by them. This is then called a Local Authority Maintained IDP (LAMIDP).

Keeping Track of Progress

We regularly review your child's Individual Development Plan (IDP) to ensure their support remains effective. If something isn't working, we'll make changes and keep you fully informed. All staff working with children with Additional Learning Needs (ALN) contribute to a secure Excel tracker, where they record progress, observations, and support strategies. This helps us monitor each child's development closely and adjust support as needed. The class teacher and ALNCo review this information regularly to ensure every child receives the right help to thrive.

Supporting Transitions

Moving to a new class or school is a big step, and we plan carefully to make sure your child feels confident and supported throughout. When children join our nursery from early years settings, such as playgroups, private nurseries, or childminders, we work closely with those providers to understand your child's needs and the support they've received. This may include sharing learning records, observations, or reports from professionals like speech therapists or health visitors.

If your child already has an Individual Development Plan (IDP), we'll review it with you to ensure it continues to meet their needs. If support is just beginning, we'll work together to explore the best next steps.

We also support smooth transitions to secondary school. Our Year 6 teachers and ALNCo liaise with staff at partner comprehensive schools to share key information, including pupil profiles, support strategies, and IDPs. Pupils take part in transition visits to help them get to know their new environment, meet staff, and ask questions, helping to ease any worries and build confidence for the next step in their education journey.

Our Stakeholders

At Rhydyfro Primary School, supporting children with Additional Learning Needs is a team effort. Our ALNCo (Additional Learning Needs Coordinator) leads the way by overseeing all aspects of ALN provision. They work closely with staff and families to ensure that every child receives the support they need.

Class teachers and support staff play a vital role in delivering day-to-day support in the classroom. They use tailored strategies and inclusive practices to help children access learning and feel confident in their environment.

The Senior Leadership Team ensures that the school has the right resources, training, and systems in place to meet the needs of all learners. Together, we are committed to creating a nurturing and inclusive school community where every child can thrive.

Our ALN Governor plays a vital role in supporting and overseeing our provision for children with Additional Learning Needs (ALN). This governor acts as a link between

the governing body and the school's ALNCo (Additional Learning Needs Coordinator), helping to ensure that every child receives the support they need to thrive. The ALN Governor does not make decisions about individual pupils but helps ensure that the school's overall approach is inclusive, effective, and aligned with national guidance.

Planning Support for the Future

Provision for pupils with Additional Learning Needs (ALN) is planned using regular reviews of Individual Development Plans (IDPs), ongoing tracking of progress, and evaluation of resources. Decisions are guided by the annual ALN budget, best value principles, and current local authority and government guidance.

Questions or Concerns

If you have any questions or concerns about your child's support, please speak to our ALNCo or Headteacher. We're here to help. If we can't resolve things together, you can also contact the Local Authority for advice. If you still disagree with a decision, you have the right to appeal to the Special Educational Needs Tribunal for Wales (SENAT).

Learning while growing together
Dysgu wrth dyfu gyda'n gilydd

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